ROYAL GLOBAL UNIVERSITY

— • GUWAHATI — •

ROYAL SCHOOL OF HOTEL MANAGEMENT

(RSHM)

COURSE STRUCTURE & SYLLABUS

(BASED ON NATIONAL EDUCATION POLICY 2020)

FOR

BA/ BSc. IN HOTEL MANAGEMENT
(4 YEARS SINGLE MAJOR)

W.E.F.

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Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC,

introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of

Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practices that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation."

1.1.Introduction

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.

ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.

iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.

iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.

v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.

vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.

vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.

viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2. Credits in Indian Context:

1.2.1. Choice Based Credit System (CBCS) By UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.

- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

1.3. Definitions

1.3.1. Academic Credit:

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework [2];

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

1.3.2. Course of Study:

Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

1.3.3. Disciplinary Major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

1.3.4. Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

1.3.5. Courses from Other Disciplines (Interdisciplinary):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. Natural and Physical Sciences: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. Mathematics, Statistics, and Computer Applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. Library, Information, and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

1.3.6. Ability Enhancement Courses (AEC): Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

1.3.7. Skill Enhancement Course (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands- on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

A student shall have the choice to choose from a list, a defined track of courses offered from 1st to 3rd semester.

1.3.8. Value-Added Courses (VAC):

i. Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

ii. Environmental science/education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

iii. Digital and technological solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

iv. Health & Wellness, Yoga education, sports, and fitness: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of

physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

1.3.9. Summer Internship /Apprenticeship:

The intention is induction into actual work situations**.** All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the *summer term*. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, hospitality organizations, tour organizations, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

1.3.9.1. Community engagement and service: The curricular component of 'community engagement and service' seeks to expose students to the socio- economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

1.3.9.2. Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first- hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

1.3.10. Indian Knowledge System:

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the ***total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits*** *(i.e., min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP).* The students may be encouraged to take these courses, preferably *during the first four semesters of the UG programme*. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.3.11. Experiential Learning:

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

a. *Experiential learning as part of the curricular structure* of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program-internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.

b. *Experiential learning as active employment* (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by

virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

1.4 Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Hotel Management is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.vThe key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop— and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

2. Award of Degree

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

2.1. Undergraduate programmes of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

    2.1.1. UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

    2.1.2. UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

    2.1.3. 3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

    2.1.4. 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

    2.1.5. 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

    (Note: *UG Degree Programmes with Single Major:* A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons. /Hon. With Research) in Chemistry in a 4-year UG programme with single major. Also, the **4-year Bachelor's degree programme with Single Major** is considered as the preferred

option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.)

Table: 1: Award of Degree and Credit Structure with ME-ME

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Honours)	4	160	x	x	x

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs.)	Years to Complete
4-year UG Degree (Honors with Research):	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

3. Graduate Attributes

3.1. Introduction:

As per the NHEQF, each student on completion of a programme of study must possess and demonstrate the expected *Graduate Attributes* acquired through one or more modes of learning, including direct in-person or face-to-face instruction, online learning, and hybrid/blended modes. The graduate attributes indicate the quality and features or characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) relating to the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate profile/attributes must include,

- capabilities that help widen the current knowledge base and skills,
- gain and apply new knowledge and skills,
- undertake future studies independently, perform well in a chosen career, and
- play a constructive role as a responsible citizen in society.

The graduate profile/attributes are acquired incrementally through development of cognitive levels and describe a set of competencies that are transferable beyond the study of a particular subject/disciplinary area and programme contexts in which they have been developed.

Graduate attributes include,

- *learning outcomes that are specific to disciplinary areas* relating to the chosen field(s) of learning within broad multidisciplinary/interdisciplinary/ transdisciplinary contexts.
- *generic learning outcomes* that graduate of all programmes of study should acquire and demonstrate.

3.2 Graduate Attributes:

The Learning Outcomes Descriptors and Graduate Attributes

Sl.no.	Graduate Attribute	The Learning Outcomes Descriptors *(The graduates should be able to demonstrate the capability to:)*
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.
GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.

GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital & technological skills	Use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

4. Programme Learning Outcomes (PLO)

Graduates of the Bachelor of Hotel Management will be able impart the:

Sl.no.	Programme Learning Outcomes	The Learning Outcomes Descriptors
PLO 1	Disciplinary Knowledge	1. Students will demonstrate a comprehensive understanding of the principles and practices in hotel management, including front office operations, food and beverage management, housekeeping, and event planning. 2. Students will be able to apply theoretical knowledge to real-world scenarios, making informed decisions and implementing best practices in the hospitality industry. 3. Students will analyze the global trends and emerging issues in the hotel industry, recognizing the impact of cultural diversity and sustainability on hotel operations.
PLO 2	Develop Complex Problem Skills	1. Students will identify and assess complex challenges faced in the hotel industry, such as managing guest complaints, optimizing revenue, and handling emergency situations. 2. Through case studies and simulations, students will develop innovative solutions and implement effective strategies to address multifaceted problems encountered in hotel operations. 3. Students will be able to critically evaluate the outcomes of their problem-solving approaches and refine their strategies based on feedback and lessons learned.

PLO 3	Develop Analytical & Criticalthinking Skills	1. Students will apply analytical tools and techniques to analyze financial data, market trends, and customer feedback to improve the efficiency and profitability of hotel establishments. 2. Through critical thinking exercises, students will assess ethical dilemmas and social responsibilities related to hotel management, making informed decisions that prioritize guest satisfaction and employee well-being. 3. Students will evaluate the impact of various policies and strategies on hotel performance, enabling them to adapt and optimize operations for different market conditions.
PLO 4	Creativity	1. Students will develop creative approaches to enhance guest experiences and differentiate hotel services, such as devising unique thematic events and innovative food and beverage offerings. 2. Through creative problem-solving exercises, students will generate novel ideas to improve operational efficiency, optimize resource utilization, and address sustainability challenges in the hospitality industry. 3. Students will demonstrate the ability to think outside the box and propose innovative solutions for marketing, branding, and guest engagement strategies in the competitive hotel market.
PLO 5	Developing Communication Skills	1. Students will effectively communicate with diverse stakeholders, including guests, employees, and management, demonstrating excellent interpersonal skills and cultural sensitivity. 2. Through written and oral presentations, students will convey complex information clearly and persuasively, fostering effective communication within hotel teams and with external partners. 3. Students will practice active listening and conflict resolution techniques to handle guest complaints, employee issues, and challenging situations that may arise in the hotel industry.
PLO 6	Research-related skills	1. Students will develop the ability to conduct comprehensive market research, analyzing industry trends, customer preferences, and competitor strategies to inform decision-making in hotel operations. 2. Through research projects, students will collect and analyze data on sustainable practices, energy-efficient technologies, and eco-friendly initiatives to promote environmental responsibility in hotel management. 3. Students will acquire skills in data gathering, literature review, and academic writing, culminating in the preparation of research reports

		and feasibility studies relevant to the hospitality sector.
PLO 7	Collaboration	1. Students will actively participate in group projects, learning to work effectively as part of a team, fostering strong interpersonal relationships, and leveraging collective strengths to achieve common objectives. 2. Through experiential learning opportunities, students will engage in cross-functional collaboration, understanding the importance of teamwork in delivering seamless guest experiences. 3. Students will demonstrate the ability to resolve conflicts and handle diverse perspectives in a professional and constructive manner, promoting a harmonious work environment in the hospitality industry.
PLO 8	Develop Leadership qualities	1. Students will develop leadership qualities such as integrity, empathy, and adaptability, which are essential for guiding hotel teams and ensuring high standards of service. 2. Through leadership training and mentorship programs, students will cultivate decision-making skills and a strategic mindset to excel in managerial roles within the hospitality sector. 3. Students will have opportunities to take on leadership responsibilities in hotel-related projects and gain hands-on experience in managing teams and resources effectively.
PLO 9	Develop Digital & technological skills	1. Students will gain proficiency in using hotel management software, property management systems, and online booking platforms to streamline hotel operations and enhance guest experiences. 2. Through technological workshops and training, students will learn about the latest trends and advancements in the hospitality industry, such as artificial intelligence, data analytics, and virtual reality applications. 3. Students will be equipped with cybersecurity awareness, ensuring data privacy and safeguarding hotel information in the digital era.
PLO 10	Develop Environmental Awareness and ability to address the issue	1. Students will recognize the importance of sustainability in the hotel industry, developing an understanding of eco-friendly practices, waste reduction, and energy-efficient measures. 2. Through practical initiatives and awareness campaigns, students will actively promote environmental responsibility within hotel establishments and engage guests in sustainable practices.

5. Program Specific Outcomes (PSO)

Upon completion of BA/BSc (H) of Hotel Management Programme, the students will be able to –

PSO 1	Demonstrate a comprehensive understanding of hotel operations, including front office management, housekeeping, food and beverage services, food and beverage production and event management. Graduates will be proficient in coordinating various departments, optimizing guest experiences, ensuring smooth check-in/check-out procedures, maintaining cleanliness and hygiene standards, and efficiently organizing events, showcasing their ability to manage day-to-day hotel operations effectively.
PSO 2	Possess the skills to manage financial aspects of hotel operations. They will be able to create and manage budgets, monitor expenses, optimize revenue streams, and implement pricing strategies to maximize profitability. Students will understand how to analyse financial reports, identify opportunities for cost reduction, and employ innovative methods to increase revenue and enhance the financial performance of hospitality establishments.
PSO 3	Acquire strong leadership and team management skills. They will be capable of effectively leading and motivating diverse teams, fostering a positive work culture, and resolving conflicts. Graduates will demonstrate the ability to make strategic decisions, communicate effectively, delegate responsibilities, and provide guidance to ensure the smooth functioning of hotel departments and the overall success of the establishment.
PSO 4	Showcase exceptional customer service skills and the ability to build strong guest relationships. They will understand the importance of personalized experiences, anticipate guest needs, and handle guest inquiries, feedback, and complaints professionally and effectively. Graduates will be adept at maintaining high levels of guest satisfaction, loyalty, and repeat business, contributing to the reputation and success of the hotel.

6. Teaching Learning Process

Teaching and learning in this programme involve classroom lectures followed by tutorials and remedial classes.

    I.   Classroom lecture is executed as per the designed course curriculum. After scheduled lecture hours as per the syllabus, tutorial classes are taken up to allow a closer interaction between the students and the teacher as each student gets individual attention.

    II.   Written assignments and projects submitted by students

    III.   the project-based learning

    IV.   Group discussion

    V.   Home assignments

    VI.   Quizzes and class tests

    VII.   PPT presentations, Seminars, interactive sessions

    VIII.   Socio-economic survey

    IX.   Co-curricular activity etc.

    X.   Industrial Tour or Field visit

7. Assessment Methods

	Components of Evaluation	Marks	Frequency	Code	Weightage (%)
A	**Continuous Evaluation**				
i	Analysis/Class Test	Combination of any three from (i) to (v) with 5 marks each	1 – 3	C	25%
ii	Home Assignments		1 – 3	H	
iii	Project		1	P	
iv	Seminar		1 – 2	S	
v	Viva-voce/Presentation		1 – 2	V	
vi	Mid Semester Examination	MSE shall be of 10 marks	1	Q/CT	
vii	Attendance	Attendance shall be of 5 marks	100%	A	5%
B	**Semester End Examination**		1	SEE	70%
	Total				**100%**

BA / BSc. Hotel Management Programme Structure

1st Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	HMT192M101	Food & Beverage Service Theory– I	100	3
2	HMT192M102	Food Production Theory– I	100	3
Minor (Restricted)				
3	HMT192N101	Rooms Division I	100	3
Interdisciplinary				
4		Indian Knowledge System - I	100	3
Ability Enhancement Course 1				
5	AEC982A101	Communicative English and Behavioural Science-I	100	2
Skill Enhancement Course				
6	HMT192S111	Hotel Laboratory - I	100	3
Value Added Course				
7		Will select one course from a basket of courses	100	3
Total Credits				20

2nd Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	HMT192M201	Food & Beverage Service Theory – II	100	3
2	HMT192M202	Food Production Theory– II	100	3
Minor (Restricted)				
3	HMT192N201	Rooms Division I	100	3
Interdisciplinary				
4		Indian Knowledge System - II	100	3
Ability Enhancement Course 2				
5	AEC982A201	Communicative English and Behavioural Science-II	100	2
Skill Enhancement Course				
6	HMT192S211	Hotel Laboratory - II	100	3
Value Added Course				
7		Will select one course from a basket of courses	100	3
Total Credits				20

3rd Semester				
Sl. No.	**Subject Code**	**Subject Name**	**Course Level**	**Cr**
Major (Core)				
1	HMT192M301	Food & Beverage Service Theory– III	200	4
2	HMT192M302	Food Production Theory– III	200	4
Minor (Restricted)				
3	HMT192N301	Rooms Division III	200	4
Interdisciplinary				
4		Will select one course from a basket of courses	200	3
Ability Enhancement Course 3				
5	AEC982A301	Communicative English and Behavioural Science-III	200	2
Skill Enhancement Course				
6	HMT192S311	Hotel Laboratory - III	200	3
Total Credits				**20**

4th Semester				
Sl. No.	**Subject Code**	**Subject Name**	**Course Level**	**Cr**
Major (Core)				
1	HMT192M401	Food & Beverage Service Theory– IV	200	4
2	HMT192M402	Food Production Theory– IV	200	4
3	HMT192K401	Art and Culinary Heritage of India (IKS)	200	4
Minor (Restricted)				
4	HMT192N401	Rooms Division IV	200	3
5	HMT192N411	Hotel Laboratory - IV	200	3
Ability Enhancement Course 4				
6	AEC982A401	Communicative English and Behavioural Science-IV	200	2
Total Credits				**20**

5th Semester				
Sl. No.	**Subject Code**	**Subject Name**	**Course Level**	**Cr**
Internship				
1	HMT192M521	17 Weeks Internship	300	20
Total Credits				**20**

6th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	HMT192M601	Food & Beverage Service Theory– VI	300	4
2	HMT192M602	Food Production Theory– VI	300	4
3	HMT192M603	Front Office Theory- VI	300	4
4	HMT192M604	Housekeeping Theory- VI	300	4
Minor (Restricted)				
5	HMT192N611	Hotel Laboratory - VI	300	4
Total Credits				**20**

7th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Core)				
1	HMT192M701	Management Functions & Behaviour in Hospitality	400	4
2	HMT192M702	Hospitality Management	400	4
3	HMT192M703	Revenue and Yield Management	400	4
4	HMT192M704	Managing Entrepreneurship -Small & Medium	400	4
Minor (Restricted)				
5	HMT192N711	Property Management System	400	4
Total Credits				**20**

8th Semester				
Sl. No.	Subject Code	Subject Name	Course Level	Cr
Major (Choose Any One)				
1	HMT192M801	Sales & Marketing Management	400	4
2	HMT192M802	Human Resource Management	400	4
Minor				
3	HMT192N801	Research Methodology	400	4
Dissertation				
4	HMT192M821	Dissertation/Research Project	400	12
		OR		
5	HMT192M803	Dynamics of Hospitality Business	400	4
6	HMT192M804	Hotel Safety, Security and Engineering	400	4
7	HMT192M805	Public Relation and Customer Relationship Management	400	4
Total Credits				**20**

Subject Name: Food & Beverage Service Theory – I **Type of Course: Major** **Paper Code: HMT192M101** **Course Level: 100** **Course Credit: 3** **Scheme of Evaluation: Theory** **L-T-P-C: 2-1-0-3**	

Course Objectives:

The course will provide the students information and knowledge about the hotel industry, its growth and structure of catering industry. Food service areas, F & B service equipment and Non-alcoholic beverages

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To define** the concept of F&B service in hotel industry	BT 1
CO 2	**To explain** the various F&B outlets	BT 2
CO 3	**To list out** various equipment used in F&B Service	BT 1
CO 4	**To develop** various menus	BT 3

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Introduction to the hotel industry and growth of the hotel, Industry in India, Role of catering establishment in the travel/tourism industry, Types of F&B operations, Classification of commercial, residential/non-residential, Welfare catering industrial/institutional/transport such as air, road, rail, sea, etc. Structure of the catering industry - a brief description of each. Departmental organisation & staffing- Organisation of F&B department of hotel, Principal staff of various types of F&B operations, French terms related to F&B staff, Duties & responsibilities of F&B staff, Attributes of a waiter, Inter-departmental relationships (within F&B and other department)	15
II	Food service areas (F&B outlets)- Specialty restaurants, Coffee shop, Cafeteria, food (quick service restaurants), Grill room, Banquets, Bar, Vending machines, Discotheque Ancillary departments- Pantry, Food pick-up area, Store, Linen room, Kitchen stewarding	15
III	F & B service equipment-Familiarization & selection factors of: Cutlery, crockery, glassware, flatware, hollowware, All other equipment used in F&B Service -French terms related to the above	15

IV	Types of menus, types of services, Non-alcoholic beverages - Classification (nourishing, stimulating and refreshing beverages) Tea-origin & manufacture, types & brands, Coffee- origin & manufacture, types & brands, Juices and soft drinks, Cocoa & malted beverages- origin & manufacture	15
	Total	60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 1. Assignments on Various types of hotels around the world. 2. Hotel Visit to a local Five-star hotel

Text Books:

1. Singaravelavan, R., (2013), Food and Beverage Service: Oxford University Press
2. Andrews,S.,F &B Service: A Training Manual : Publisher- McGraw Hill Education (India) Pvt. Ltd.

Reference Books:

1. Lilycrap, D., & Cousins, J., (2010), Food and Beverage Service - Ninth Edition, Publisher-Hodder Education
2. Johnson, V. (2021), An Interviewee's Guide to F&B Service, Notion Press; 1st edition

Additional Readings:

1. Mahafzah, A. G., Aljawarneh, N. M., Alomari, K. A. K., Altahat, S., & Alomari, Z. S. (2020). Impact of customer relationship management on food and beverage service quality: The mediating role of employees' satisfaction. *Humanities & Social Sciences Reviews*, *8*(2), 222-230.
2. Giritlioglu, I., Jones, E., & Avcikurt, C. (2014). Measuring food and beverage service quality in spa hotels: A case study in Balıkesir, Turkey. *International Journal of Contemporary Hospitality Management*, *26*(2), 183-204.

Subject Name: Food Production Theory – I	
Type of Course: Major	
Paper Code: HMT192M102	
Course Level: 100	
Course Credit: 3	
Scheme of Evaluation: Theory	
L-T-P-C: 2-1-0-3	

Course Objectives:
The course will enable the students to state the culinary terms and explain the essentials of stock, soups, shortenings and raising agents.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To define** different culinary terms	BT 1
CO 2	**To explain** culinary history	BT 2
CO 3	**To identify** aims and objectives of cooking	BT 3
CO 4	**To classify** soups, thickening agents, raising agents and types of sugar	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Introduction to cookery-Levels of skills and experiences, Attitudes and behaviour in the kitchen, Personal hygiene, Uniforms & protective clothing, Safety procedure in handling equipment. Culinary history – Origin of modern cookery Hierarchy area of department and kitchen - Classical Brigade, Modern staffing in various category hotels, Roles of executive chef, Duties and responsibilities of various chefs, Co-operation with other departments	15
II	Culinary terms -List of culinary (common and basic) and Explanation with examples Aims & objects of cooking food, Various textures, Various consistencies, Techniques used in pre-preparation, Techniques used in preparation Basic principles of food production - vegetable and fruit cookery Introduction – classification of vegetables, Pigments and colour changes, Effects of heat on vegetables, Cuts of vegetables, Classification of fruits, Uses of fruit in cookery, Salads and salad dressings	15
III	Stocks -Definition of stock, Types of stock, Preparation of stock, Recipes, Storage of stocks, Uses of stocks, Care and precautions Sauces-Classification of sauces, Recipes for mother sauces, Storage & precautions, short cast, choux paste, rough puff (Bakery items) Methods of cooking food- Roasting, Grilling, Frying, Baking, Broiling, Poaching, Boiling, Principles of each of the (Roasting, Grilling, Frying, Baking, Broiling, Poaching, Boiling), care and	15

	precautions to be taken, selection of food for each type of cooking.	
IV	Soups- Classification with examples, Basic recipes of consommé with 10 garnishes, Egg cookery- Introduction to egg cookery, Structure of an egg, Selection of egg, Uses of egg in cookery, Commodities- Shortenings (fats & oils): Role of shortenings, Varieties of shortenings, Advantages and disadvantages of using various shortenings, Fats & oil – types, varieties. Raising agents: Classification of raising agents, Role of raising agents, Actions and reactions, Thickening agents: Classification of thickening agents, Role of thickening agents. Sugar: Importance of sugar, Types of sugar, Cooking of sugar.	15
Total		60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 1. Assignments on different types of cooking methodologies and equipment 2. Project on various cooking ingredients

Text Books:

1. Arora, K., (1993) Theory of Cookery: Frank Bros.& Co. (Publisher) Ltd
2. Phillip, E.T., (2016), Modern Cookery 1&2- Sixth Edition: Publisher-Orient Black Swan

Reference Books:

1. Larousse Gastronomies-Cookery Encyclopedia; Reprint; 1997; Paul Hamlyn; London
2. Porter, J. R., Xie, L., Challinor, A. J., Cochrane, K., Howden, S. M., Iqbal, M. M., ... & Travasso, M. I. (2014). Food security and food production systems.
3. Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press

Additional Readings:

1. Leach, G. (1976). *Energy and food production*. IPC Science and Technology Press Ltd.
2. Porter, J. R., Xie, L., Challinor, A. J., Cochrane, K., Howden, S. M., Iqbal, M. M., ... & Travasso, M. I. (2014). Food security and food production systems.
3. Postel, S. L. (1998). Water for food production: will there be enough in 2025. *BioScience*, *48*(8), 629-637.

Subject Name: Rooms Division – I
Type of Course: Minor (Restricted)
Paper Code: HMT192N101
Course Level: 100
Course Credit: 3
Scheme of Evaluation: Theory
L-T-P-C: 2-1-0-3

Course Objectives:

To provide students the knowledge about the evolution of tourism industry, description of classification of hotels, types of rooms, timeshares, explain front office organization, hotel layout, the role of housekeeping department. Also, will be able to describe the cleaning procedures of different surfaces and materials.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To tell** the evolution of tourism industry	**BT 1**
CO 2	**To explain** the classification of hotels	**BT 2**
CO 3	**To identify** the types of room and timeshare	**BT 3**
CO 4	**To analyze** the front office organization	**BT 4**
CO 5	**To compare** the role of housekeeping department and the procedures of cleaning different surfaces and materials	**BT 4**

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Hospitality and its origin, Hotels, their evolution and growth, Brief introduction to hotel core areas with special reference to front office. Classification of hotels: Size, Star, Location & clientele, Ownership basis, independent hotels, Management contracted hotel, Chains, Franchise/affiliated, Supplementary accommodation, Time shares and condominium] Types of rooms- Single, Double, Twin, Suits Time share & vacation ownership, Time share	15
II	Hotel entrance, lobby and front office- Layout, Front office equipment (non-automated, semi-automated and automated), Bell desk- Functions, Procedures and records Front office organization- Function areas, Front office hierarchy, Duties and responsibilities, Personality traits	15
III	Role of housekeeping in guest satisfaction and repeat business, Organization chart of the housekeeping department- Hierarchy in small, medium, large and chain hotels, Identifying housekeeping responsibilities, Personality traits of housekeeping management personnel, Duties and responsibilities of housekeeping staff, Layout of the	15

	housekeeping department	
IV	Cleaning organization- Principles of cleaning, hygiene and safety factors in cleaning, Methods of organizing cleaning, Frequency of cleaning daily, periodic, special. Cleaning agents- General criteria for selection, Classification, Polishes, Floor seats, Use, care and storage, Distribution and controls, Use of eco-friendly products in housekeeping	15
	Total	**60**

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 1. Assignments on Various types of hotel rooms 2. Class project on the classification of hotels

Text Books:

1. Andrews, S., (2015), Hotel front office: A Training Manual, Tata McGraw Hill
2. Tewari, J., (2016), Hotel Front Office Operations & Management, Oxford University Press

Reference Books:

1. Negi, J., (2009), Hospitality Reception & Front Office-Procedures & Systems: Publisher S. Chand
2. Raghubalan, G.& Raghubalan, G., (2017), Hotel Housekeeping: Operations & Management-Third Edition, Oxford University Press
3. Andrews, S., (2016), Hotel Housekeeping: A Training Manual, McGraw Hill Education (India) Pvt. Ltd.

Additional Readings:

1. Sigala, M., Jones, P., Lockwood, A., & Airey, D. (2005). Productivity in hotels: a stepwise data envelopment analysis of hotels' rooms division processes. *The Service Industries Journal*, *25*(1), 61-81.
2. Wijesaooriya, M. W. A. T. N. (2018). Role of the Rooms Division Operation in Hospitality Industry: Case study of Hotel "The Covanro". 4th International Conference on Social Sciences 2018, Research Centre for Social Sciences, Faculty of Social Sciences, University of Kelaniya, Sri Lanka.

Subject Name: Behavioural Sciences -1
UG 1st semester
Course code: BHS982A104
Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course Outcomes: On completion of the course the students will be able to:
CO1: Understand self & process of self-exploration
CO2: Learn about strategies for development of a healthy self esteem
CO3: Apply the concepts to build emotional competencies.

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Introduction to Behavioural Science** Definition and need of Behavioural Science, Self: Definition components, Importance of knowing self, Identity Crisis, Gender and Identity, Peer Pressure, Self-image: Self Esteem, Johari Window, Erikson's model.	4
II	**Foundations of individual behaviour** Personality- structure, determinants, types of personalities. Perception: Attribution, Errors in perception. Learning- Theories of learning: Classical, Operant and Social	4
III	**Behaviour and communication.** Defining Communication, types of communication, barriers to communication, ways to overcome barriers to Communication, Importance of Non-Verbal Communication/Kinesics, Understanding Kinesics, Relation between behaviour and communication.	4
IV	**Time and Stress Management** Time management: Introduction-the 80:20, sense of time management, Secrets of time management, Effective scheduling. Stress management: effects of stress, kinds of stress-sources of stress, Coping Mechanisms. Relation between Time and Stress.	4
Total		**16**

Text books
1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc
3. K.Alex, Soft skills; S.Chand.

Type of Course: AEC **(w.e.f. 2023-24)**
UG programmes Semester: 1st
Course Code: CEN982A101
Course Title: CEN I: Introduction to Effective Communication
Total credits: 1
Course level: 100
L-T-P-C: 1-0-0-1
Scheme of Evaluation: Theory and Practical

Course Objective: To understand the four major aspects of communication by closely examining the processes and figuring the most effective ways to communicate with interactive activities.

Course Outcomes: On successful completion of the course the students will be able to

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	**Identify** the elements and processes that make for successful communication and **recognise** everyday activities that deserve closer attention in order to improve communication skills	BT 1
CO 2	**Contrast** situations that create barriers to effective communication and **relate** them to methods that are consciously devised to overcome such hindrance	BT 2
CO 3	**Use** language, gestures, and para-language effectively to avoid miscommunication and **articulate** one's thoughts and build arguments more effectively	BT 3

Detailed Syllabus		
Units	**Course Contents**	**Periods**
I	Introduction to Effective Communication Listening Skills The Art of Listening Factors that affect Listening Characteristics of Effective Listening Guidelines for improving Listening skills	5
II	Speaking Skills The Art of Speaking Styles of Speaking Guidelines for improving Speaking skills Oral Communication: importance, guidelines, and barriers	5
III	Reading Skills the Art of Reading Styles of Reading: skimming, surveying, scanning Guidelines for developing Reading skills	5
IV	Writing Skills the Art of Writing Purpose and Clarity in Writing Principles of Effective Writing	5

Keywords: Communication**,** Listening, Speaking, Reading, Writing

Textbooks:

1. *Business Communication* by Shalini Verma

References:

1. *Business Communication* by P.D. Chaturvedi and Mukesh Chaturvedi

2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
15 hours	-	10 hours - Movie/ Documentary screening - Peer teaching - Seminars - Field Visit

Subject Name: Hotel Laboratory – I **Type of Course: SEC** **Paper Code: HMT192S111** **Course Level: 100** **Course Credit: 3** **Scheme of Evaluation: Practical** **L-T-P-C: 0-0-3-3**

Course Objective:

The students will be able to: acquire the necessary skills to execute different menu preparations, impart the skills for handling Front Office operations of receiving reservation, check in and check out procedures, identify various cleaning agents and preparing guest rooms, cleaning of toilets and public areas and understand the various practical aspect of food service areas.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To define** the different cooking utensils, equipment and cook stock, soups, uses of shortenings and raising agents	BT 1
CO 2	**To explain** the skills for handling Front Office operations of receiving reservation, check in and check out procedures.	BT 2
CO 3	**To make use of** various cleaning agents and preparing guest rooms, cleaning of toilets and public areas	BT 3
CO 4	**To make use of** various F&B Service areas	BT 3

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Sauces**-Mother Sauces and its derivatives. **Stocks-** Different types of basic stocks. Egg Cookery, Basic vegetable cuts, Preparation with different methods of cooking **Bakery**- Different varieties of breads and Different varieties of puddings	22
II	**INTRODUCTION TO FRONT OFFICE**: Appraisal of front office equipment and furniture Rack, Front desk counter & bell desk **Filling up of various proforma** Welcoming the guest, Telephone Handling.	23

III	**LAYOUT OF GUEST ROOMS**: Single room, Double room, Twin room, Suite Guest Room Supplies and Position- Standard room, Suite, **CLEANING AGENTS:** Familiarization according to classification, Function Public area cleaning (cleaning different surface)- Wood- polished, painted, Silver, Brass, Glass. Floor cleaning and polishing of different types-wooden, marble, terrazzo/ mosaic etc. **WALL - CARE AND MAINTENANCE**: Different types and parts, skirting, dado, different types of paints (distemper emulsion, oil paint etc.) Maid's trolley- contents, trolley setup	**23**
IV	Food Service areas – Induction & Profile of the areas Ancillary F&B Service areas – Induction & Profile of the areas Familiarization of F&B Service equipment Basic Technical Skills Task-01: Holding Service Spoon & Fork Task-02: Carrying a Tray / Salver Task-03: Laying a Tablecloth Task-04: Changing a Tablecloth during service Task-05: Placing meal plates & clearing soiled plates Task-06: Stocking Sideboard Task-07: Service of Water Task-08: Using Service Plate & Crumbing Napkin Folding	**22**
Total		**90**

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
x	90	45 Hrs. 1. Apart from the practical exposure, the students will be also given the projects and assignments related to various cooking and cleaning methods.

Text Books:

1. Tewari, J., (2016), Hotel Front Office Operations & Management by: Publisher-Oxford University Press
2. Singaravelavan, R., (2013), Food and Beverage Service: Oxford University Press

Reference Books:

1. Raghubalan,G.& Raghubalan, G.,(2017),Hotel Housekeeping: Operations & Management-Third Edition, Oxford University Press
2. Arora, K., (1993) Theory of Cookery: Frank Bros.& Co. (Publisher) Ltd Phillip, E.T., (2016), Modern Cookery 1&2- Sixth Edition: Publisher-Orient Black Swan Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press
3. Andrews, S., (2015), Hotel front office: A Training Manual: Publisher Tata McGraw Hill
4. Andrews's., (2016), Hotel Housekeeping: A Training Manual-Third Edition: Publisher- McGraw Hill Education (India) Pvt.Ltd.-2016

Additional Reading:

1. Mahafzah, A. G., Aljawarneh, N. M., Alomari, K. A. K., Altahat, S., & Alomari, Z. S. (2020). Impact of customer relationship management on food and beverage service quality: The mediating role of employees' satisfaction. *Humanities & Social Sciences Reviews*, *8*(2), 222-230.
2. Giritlioglu, I., Jones, E., & Avcikurt, C. (2014). Measuring food and beverage service quality in spa hotels: A case study in Balıkesir, Turkey. *International Journal of Contemporary Hospitality Management*, *26*(2), 183-204.

Subject Name: Food & Beverage Service Theory – II
Type of Course: Major
Paper Code: HMT192M201
Course Level: 100
Course Credit: 3
Scheme of Evaluation: Theory
L-T-P-C: 2-1-0-3

Course Objective:

The course will enable the students to explain different types of menus used in hotels, explain its planning and state the accompaniments and the types of services related to it. Also, they will be able to describe the sales and control systems followed in F& B operations.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To define** the meaning of Menu and Menu Planning.	BT 1
CO 2	**To explain** various types of Menus and how to prepare one	BT 2
CO 3	**To develop** an understanding of service preparation	BT 3
CO 4	**To classify** various types and brands of tobacco	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Meals & menu planning: Origin of menu, Objectives of menu planning, Types of menus, Courses of French classical menu-Sequence, examples from each course, cover of each course, Accompaniments, French names of dishes, Types of meals, early morning tea, breakfast (English, American, Continental, Indian), brunch, lunch, afternoon/high tea, dinner, supper.	15
II	Preparation for service-Organising mise-en-scene, Organising mise-en-place, Types of food service - silver service, pre-plated service, Cafeteria service, Room service, Buffet service, Gueridon service, Lounge service	15
III	Sale control system- KOT/bill control system (manual): triplicate checking system, duplicate checking system, single order sheet, quick service menu & customer bill. Making bill, Cash handling equipment, Record keeping (restaurant cashier)	15

IV	Tobacco- History, Processing for cigarettes, pipe tobacco & cigars, Cigarettes – types and brand names, Pipe tobacco – types and brand names, Cigars – shapes, sizes, colours and brand names, Care and storage of cigarettes & cigars	15
	TOTAL	60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 1. Assignments on Menu, Types of Service and Sales control System

Text Books:

1. Singaravelavan, R., (2013), Food and Beverage Service: Oxford University Press
2. Andrews,S.,F &B Service: A Training Manual : Publisher- McGraw Hill Education (India) Pvt. Ltd.

Reference Books:

1. Lilycrap, D., & Cousins, J., (2010), Food and Beverage Service - Ninth Edition, Publisher-Hodder Education
2. Johnson, V. (2021), An Interviewee's Guide to F&B Service, Notion Press; 1st edition

Additional Readings:

1. Mahafzah, A. G., Aljawarneh, N. M., Alomari, K. A. K., Altahat, S., & Alomari, Z. S. (2020). Impact of customer relationship management on food and beverage service quality: The mediating role of employees' satisfaction. Humanities & Social Sciences Reviews, 8(2), 222-230.

Giritlioglu, I., Jones, E., & Avcikurt, C. (2014). Measuring food and beverage service quality in spa hotels: A case study in Balıkesir, Turkey. International Journal of Contemporary Hospitality Management, 26(2), 183-204.

Subject Name: Food Production Theory – II
Type of Course: Major
Paper Code: HMT192M202
Course Level: 100
Course Credit: 3
Scheme of Evaluation: Theory
L-T-P-C: 2-1-0-3

Course Objective:

The course will enable the students to identify different types of soups, mother sauces, cereals, and also will enable them to describe various types of meat cookery and explain the various types of condiments, spices and pastries.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To list** different types of soups, mother sauces, cereals, spices etc	BT 1
CO 2	**To classify** various types of meat cookery	BT 2
CO 3	**To identify** the various types of condiments, spices and pastries	BT 3

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Soups-Basic recipes other than consommé with menu examples, broths, bouillon, puree, cream, velouté, chowder bisque etc, Garnishes and accompaniments, international soups. Sauces & gravies- Difference between sauce and gravy, Derivatives of mother sauces, Contemporary & proprietary Meat cookery- Introduction to meat cookery, Variety meats (offal's) Poultry (with menu examples of each) Fish cookery- Introduction to fish cookery, Classification of fish with examples, Cuts of fish with menu examples, Selection of fish and shell fish, Cooking of fish (effects of heat)	15
II	Rice, cereals and pulses- Introduction, Classification and identification, Cooking of rice, cereals and pulses, Varieties of rice and other cereals Pastry- Short crust, Laminated, Choux, Hot water/rough puff, recipes and methods of preparation, differences, uses of each pastry, care to be taken while preparing pastry, role of each ingredient, temperature of baking pastry Flour-Structure of wheat, Types of Wheat, Types of Flour, Processing of Wheat – Flour, Uses of Flour in Food Production, Cooking of Flour (Starch), Simple breads, Principles of bread	15

	making, Simple yeast breads, Role of each ingredient in break making, baking temperature and its importance	
III	Pastry creams- Basic pastry creams, Uses in confectionery, Preparation and care in production Basic commodities-milk: Introduction, Processing of milk, Pasteurisation – homogenisation, Types of milk – skimmed and condensed, Nutritive value Cream: Introduction, Processing of cream, Types of cream Cheese: Introduction, Processing of cheese, Types of cheese, Classification of cheese, curing of cheese, Uses of cheese, Butter: Introduction, Processing of butter, Types of butter.	15
IV	Basic Indian cookery- condiments & spices: Introduction to Indian food, Spices used in Indian cookery, Role of spices in Indian cookery, Indian equivalent of spices (names). Masalas: Blending of spices, Different masalas used in Indian cookery, Wet masalas, Dry masalas, Composition of different masalas, Varieties of masalas available in regional areas, Special masala blends. Kitchen organization and layout: General layout of the kitchen in various organisations, Layout of receiving areas, Layout of service and wash up	15
Total		60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 1. Assignments on Pastry Creams and Basic Indian Cookery 2. Home project on types of Soup

Text Books:

1. Arora, K., (1993) Theory of Cookery: Frank Bros.& Co. (Publisher) Ltd
2. Phillip, E.T., (2016), Modern Cookery 1&2- Sixth Edition: Publisher-Orient Black Swan

Reference Books:

1. Larousse Gastronomies-Cookery Encyclopedia; Reprint; 1997; Paul Hamlyn; London
2. Porter, J. R., Xie, L., Challinor, A. J., Cochrane, K., Howden, S. M., Iqbal, M. M., ... & Travasso, M. I. (2014). Food security and food production systems.
3. Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press

Additional Readings:

1. Leach, G. (1976). Energy and food production. IPC Science and Technology Press Ltd.
2. Porter, J. R., Xie, L., Challinor, A. J., Cochrane, K., Howden, S. M., Iqbal, M. M., ... & Travasso, M. I. (2014). Food security and food production systems.

Subject Name: Rooms Division – II
Type of Course: Minor (Restricted)
Paper Code: HMT192N201
Course Level: 100
Course Credit: 3
Scheme of Evaluation: Theory
L-T-P-C: 2-1-0-3

Course Objective:

The course will provide the students' knowledge about tariff structure, front office guest handling, room reservations, room selling techniques, during-stay information and complaints handling. And will also enable them to draw the room layout, state details of the guest supplies and describe records maintained in the housekeeping department.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To recall** the rules of tariff structure, front office guest handling, room reservations, room selling techniques, during-stay information and complaints handling	BT 1
CO 2	**To explain** the room layout, the guest supplies	BT 2
CO 3	**To identify** the routine systems and records maintained in the housekeeping department.	BT 3

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	Tariff structure- Basis of charging, Plans, competition, customer's profile, standards of service & Amenities, Different types of tariffs, rack rate, discounted rates for corporates, airlines, groups & travel Agents Front office and guest handling-introduction to guest cycle, pre-arrival, arrival, during guest stay, departure, after departure. Reservations: Importance of reservation, Modes of reservation, Channels and sources (fits, travel agents, airlines, gits), Types of reservations (tentative, confirmed, guaranteed etc.), Systems (non-automatic, semi-automatic fully automatic), Cancellation, Amendments, Overbooking	15
II	Room selling techniques-Up selling, Discounts Arrivals: Preparing for guest arrivals at reservation and front office, Receiving of guests, Pre-registration, Registration (non-automatic, semi-automatic and automatic), Relevant	15

	records for fits, groups, air crews &VIPs During the stay activities- Information services, Message and mail handling, Key handling, Room selling technique, Hospitality desk, Complaints handling, Guest handling, Guest history Front office co-ordination-With other departments of hotel	
III	Room Layout and Guest Supplies **AREA CLEANING** A. Guest rooms B. Front-of-the-house Areas C. Back-of-the house Areas	15
IV	Routine Systems and Records of House Keeping Department A. Reporting Staff Placement B. Room Occupancy Report C. Guest Room Inspection D. Entering Checklists, Floor Register, Work Orders, Log Sheet. E. Lost and Found Register and Enquiry File F. Maid's Report and Housekeeper's Report G. Handover Records, H. Guest's Special Requests Register I. Record of Special Cleaning	15
Total		60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 1. Home projects on hotel tariff structure and room layouts 2. Other regular course related assignments

Text Books:

1. Andrews, S., (2015), Hotel front office: A Training Manual, Tata McGraw Hill
2. Tewari, J., (2016), Hotel Front Office Operations & Management, Oxford University Press

Reference Books:

1. Negi, J., (2009), Hospitality Reception & Front Office-Procedures & Systems: Publisher S. Chand
2. Raghubalan, G.& Raghubalan, G., (2017), Hotel Housekeeping: Operations & Management- Third Edition, Oxford University Press

Additional Readings:

1. Kim, Y., Kim, S. S., Seo, J., & Hyun, J. (2011). Hotel employees' competencies and qualifications required according to hotel Divisions. *Journal of Tourism, Hospitality & Culinary Arts (JTHCA)*, *3*(2), 1-18.
2. Ivanov, S., & Zhechev, V. (2012). Hotel revenue management–a critical literature review. *Tourism: an international interdisciplinary journal*, *60*(2), 175-197.

<p style="text-align:center">Subject Name: Behavioural Sciences -II
UG 2nd semester
Course code: BHS982A204
Credit: 1</p>

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:
CO1: Develop an elementary level of understanding of culture and its implications on personality of people.
CO2: Understand the concept of leadership spirit and to know its impact on performance of employees.
CO3: Understand and apply the concept of Motivation in real life.

Modules	Course Contents	Periods
I	**Culture and Personality** Culture: Definition, Effect, relation with Personality, Cultural Iceberg, Overview of Hofstede's Framework, Discussion of the four dimensions of Hofstede's Framework.	4
II	**Attitudes and Values** Attitude's definition: changing our own attitudes, Process of cognitive dissonance Types of Values, Value conflicts, Merging personal and Organisational values	4
III	**Motivation** Definition of motivation with example, Theories of Motivation (Maslow, McClelland's theory& Theory X and Y)	4
IV	**Leadership** Definition of leadership, Leadership continuum, types of leadership, Importance of Leadership, New age leaderships: Transformational & transactional Leadership, Leaders as role models.	4
Total		**16**

Text books:

1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.
3. Organizational Behaviour by Kavita Singh (Vikas publishers, 3rd Edition).

Type of Course: AEC **(w.e.f. 2023-24)**
UG programmes Semester: 2nd
Course Code: CEN982A201
Course Title: CEN II: Approaches to Verbal and Non-Verbal Communication
Total credits: 1
Course level: 100
L-T-P-C: 1-0-0-1

Scheme of Evaluation: Theory and Practical

Course Objectives

To introduce the students to the various forms of technical communication and enhance their knowledge in the application of both verbal and non-verbal skills in communicative processes.

Course Outcomes

On successful completion of the course the students will be able to:		
SI No	Course Outcome	Blooms Taxonomy Level
CO 1	**Identify** the different types of technical communication, their characteristics, their advantages and disadvantages.	BT 1
CO 2	**Explain** the barriers to communication and ways to overcome them.	BT 2
CO 3	**Discover** the means to enhance conversation skills.	BT 3
CO 4	**Determine** the different types of non-verbal communication and their significance.	BT4

Detailed Syllabus

Modules	Topics (if applicable) & Course Contents	Periods
I	**Technology Enabled Communication** Communicating about technical or specialized topics, Different forms of technology-enabled communication tools used in organisations Telephone, Teleconferencing, Fax, Email, Instant messaging , Blog, podcast, Videos, videoconferencing, social media	**4**
II	**Communication Barriers** Types of barriers: Semantic, Psychological, Organisational, Cultural, Physical, and Physiological. Methods to overcome barriers to communication.	**4**
III	**Conversation skills/Verbal Communication** Conversation – Types of Conversation, Strategies for Effectiveness, Conversation Practice, Persuasive Functions in Conversation, Telephonic Conversation and Etiquette Dialogue Writing,	**4**

	Conversation Control.		
IV	**Non-verbal Communication** Introduction; Body language- Personal Appearance, Postures, Gestures, Eye Contact, Facial expressions Paralinguistic Features-Rate, Pause, Volume, Pitch/Intonation/ Voice/ modulation Proxemics , Haptics, Artifactics, Chronemics	4	
	Total	**16**	

Textbooks:
1. Rizvi, M. Ashraf. (2017). *Effective Technical Communication*. McGraw-Hill.
2. Chaturvedi, P. D. and Chaturvedi, Mukesh. (2014). *Business Communication.* Pearson.
3. Raman, Meenakshi and Sharma, Sangeeta. (2011). *Technical Communication: Principles and Practice* (2nd Edition): Oxford University Press.

References:
1. Hair, Dan O., Rubenstein, Hannah and Stewart, Rob. (2015). *A Pocket Guide to Public Speaking.* (5th edition). St. Martin's. ISBN-13:978-1457670404
2. Koneru, Aruna. (2017) *Professional Communication*. New Delhi: Tata McGraw Hill ISBN-13: 978-0070660021
3. Raman, Meenakshi and Singh, Prakash. (2012). *Business Communication* (2nd Edition): Oxford University Press
4. Sengupta, Sailesh. (2011) *Business and Managerial Communication*. New Delhi : PHI Learning Pvt. Ltd.

Subject Name: Hotel Laboratory – II	
Type of Course: SEC	
Paper Code: HMT192S211	
Course Level: 100	
Course Credit: 3	
Scheme of Evaluation: Practical	
L-T-P-C: 0-0-3-3	

Course Objective:

This course will enable the students to gain the skill of doing cuts of different meats, vegetables and basic cooking methods and pre-preparations.

It will enable the students to demonstrate practically the various stages of the guest cycle using different form and formats.

It will impart the skills for maintaining various records in the housekeeping department and the methods used to clean the guest rooms, toilets and the public areas as per the set standards.

Course Outcomes:

Having successfully completed this module, a student will be able to –

CO 1	Demonstrate **how** various mother sauces and their derivatives are made along with few classic salads and presentation of simple three to four courses of menu	BT 1
CO 2	**Illustrate** maintaining various records in the housekeeping department	BT 2
CO 3	**Make use of** different forms and formats used in various stages of the guest cycle.	BT 3
CO 4	**Know the function** of various table lay-ups and services	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Salads**- Waldorf Salad, Russian salad, Salade Niçoiso. **Different types of soups-** Types of Thick & Thin Soup **Different types of Potato Preparation-** Baked potatoes, French Fries, Croquette Potatoes, Potato wedges, Pommes Loretta, Pommes Marguise, Pommes Lyonnaise, **Bakery**-**Simple Sponge Cakes**- Fruit cake, Pound cake, Lemon sponge, White Sponge, Black Sponge, **Short Crust Pastry-** Jam Tart, Smoked trout tartlets, Chicken Pot Pie, Potato Cheddar & Red Onion Pasties,	**23**

		Chicken & Stuffing Picnic Pie, Mini Bakewell Tarts.	
II		**Role play**: Reservation, Arrivals (Check-in procedures), Luggage handling, Message and mail handling Check in a reserved guest, Check in day use, Check –in a walk-in guest	**22**
III		**ROUTINE SYSTEMS AND RECORDS OF HOUSE KEEPING** Department- Reporting staff placement, Room occupancy report, Guest room inspection, entering checklists, floor register, work orders, log sheet, Lost and found register and enquiry file, Maid's report and housekeeper's report, Handover records, Guest's special requests register, Record of special cleaning, Call register. **BEDS AND MATTRESSES, PEST CONTROL, KEYS:** Types of beds and mattresses, pest control- Areas of infestation, Preventive measures and control measure, Keys- Types of beds and mattresses, pest control, Computerized key cards, Key control	**22**
IV		**Table lay-up & service** Task-01: A la carte cover Task-02: Table d' hote cover Task-03: English breakfast over. Task-04: American Breakfast cover Task-05: Continental Breakfast cover **Tray/trolley set-up & service** Task-01: Room service tray setup Task-02: Room service trolley setup Service of Tobacco- Cigarettes & Cigars Restaurant French: Restaurant Vocabulary (English & French)	**23**
Total			**90**

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
x	90	45 Hrs. 1. Visit to a Brewery or a Distillery

Text Books:

1. Tewari, J., (2016), Hotel Front Office Operations & Management by: Publisher-Oxford University Press
2. Andrews's., (2016), Hotel Housekeeping: A Training Manual-Third Edition: Publisher- McGraw Hill Education (India) Pvt.Ltd.-2016
3. Singaravelavan, R., (2013), Food and Beverage Service: Oxford University Press

Reference Books:

1. Gisslen Wayne; 2014; John Wiley & Sons; London Escoffier; The Complete Guide to the Art of Modern Cookery; 1983; Wiley
2. Arora, K., (1993) Theory of Cookery: Frank Bros.& Co. (Publisher) Ltd Phillip, E.T., (2016), Modern Cookery 1&2- Sixth Edition: Publisher-Orient Black Swan Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press
3. Negi, J., (2009), Hospitality Reception & Front Office-Procedures & Systems: Publisher S.Chand
4. Raghubalan,G.& Raghubalan, G.,(2017),Hotel Housekeeping: Operations & Management-Third Edition, Oxford University Press

Additional Reading:

1. Rutherford, D. G. (2021). Hotel management and operations.
2. O'Fallon, M. J., & Rutherford, D. G. (2010). *Hotel management and operations*. John Wiley & Sons.
3. Wilson, R. H., Enghagen, L. K., & Lee, M. (2015). Dynamic pricing and minimum length of stay controls as a hotel management practice: are there customer perception, ethical, and legal questions?. *The Journal of Hospitality Financial Management*, *23*(2), 107-123.

	Semester – III
Subject Name: Food & Beverage Service Theory – III **Type of Course: Major** **Paper Code: HMT192M301** **Course Level: 200** **Course Credit: 4** **Scheme of Evaluation: Theory** **L-T-P-C: 3-1-0-4**	

Course Objective:

The objectives of the course are to enable the students to define alcoholic beverages, its classification and state fermentation and distillation processes and identify food accompaniments with various types of wine.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To define** the meaning of Alcoholic Beverage and its types	BT 1
CO 2	**To explain** various types of Bars and its purposes	BT 2
CO 3	**To develop** an understanding of service & preparation of Wines	BT 3
CO 4	**To classify** various types of production and storage of Alcoholic Beverages.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	**ALCOHOLIC BEVERAGE** A. Introduction and definition B. Production of Alcohol C. Fermentation process D. Distillation process E. Classification with examples	15
II	**DISPENSE BAR** A. Introduction and definition B. Bar layout – physical layout of bar C. Bar stock – alcohol & non-alcoholic beverages D. Bar equipment	15
III	**WINES** A. Definition & History B. Classification with examples C. Table/Still/Natural Sparkling D. Fortified E. Aromatized F. Food & Wine Harmony G. Storage of wines H. Wine terminology (English & French)	15

IV	**BEER** A. Introduction & Definition B. Types of Beer C. Production of Beer D. Storage A. Introduction & Definition B. Production of Spirit Pot-still method Patent still method C. Production of Whisky Rum Gin Brandy Vodka Tequilla D. Different Proof Spirits American Proof British Proof (Sikes scale) Gay Lussac (OIML Scale)		15
	TOTAL		60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 2. Assignments on Menu, Types of Service and Sales control System

Text Books:

1. Singaravelavan, R., (2013), Food and Beverage Service: Oxford University Press
2. Andrews,S.,F &B Service: A Training Manual : Publisher- McGraw Hill Education (India) Pvt. Ltd.

Reference Books:

1. Lilycrap, D., & Cousins, J., (2010), Food and Beverage Service - Ninth Edition, Publisher-Hodder Education
2. Johnson, V. (2021), An Interviewee's Guide to F&B Service, Notion Press; 1st edition

Additional Readings:

1. Mahafzah, A. G., Aljawarneh, N. M., Alomari, K. A. K., Altahat, S., & Alomari, Z. S. (2020). Impact of customer relationship management on food and beverage service quality: The mediating role of employees' satisfaction. Humanities & Social Sciences Reviews, 8(2), 222-230.
2. Giritlioglu, I., Jones, E., & Avcikurt, C. (2014). Measuring food and beverage service quality in spa hotels: A case study in Balıkesir, Turkey. International Journal of Contemporary Hospitality Management, 26(2), 183-204.

Subject Name: **Food Production Theory – III**
Type of Course: **Major**
Paper Code: **HMT192M302**
Course Level: **200**
Course Credit: **4**
Scheme of Evaluation: **Theory**
L-T-P-C: 3-1-0-4

Course Objective:

The objectives of the course are to introduce students to the concept of quantity food production, institutional and industrial catering and regional Indian Cuisine

Prerequisites: Must complete the course credit of previous semesters.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To identify** equipment's required for bulk food preparations.	BT 1
CO 2	**Illustrate** the methods of volume feeding	BT 2
CO 3	**Explain and Construct** menu planning for industrial and institutional catering	BT 3
CO 4	**Describe** various regional cuisines of India	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	QUANTITY FOOD PRODUCTION EQUIPMENT A. Equipment required for mass/volume feeding B. Heat and cold generating equipment C. Care and maintenance of this equipment D. Modern developments in equipment manufacture MENU PLANNING A. Basic principles of menu planning – recapitulation B. Points to consider in menu planning for various volume feeding outlets such as Industrial, Institutional, Mobile Catering Units C. Planning menus for • School/college students • Industrial workers • Hospitals • Outdoor parties • Theme dinners • Transport facilities, cruise lines, airlines, railway D. Nutritional factors for the above	15

II	INDENTING • Principles of Indenting for volume feeding • Portion sizes of various items for different types of volume feeding • Modifying recipes for indenting for large scale catering • Practical difficulties while indenting for volume feeding VOLUME FEEDING Institutional and Industrial Catering , Types of Institutional & Industrial Catering Problems associated with this type of catering, Hospital Catering Highlights of Hospital Catering for patients, staff, visitors Diet menus and nutritional requirements.		15
III	OFF PREMISES Catering Reasons for growth and development Menu Planning and Theme Parties Concept of a Central Production Unit Problems associated with off-premises catering		15
IV	REGIONAL INDIAN CUISINE A. Introduction to Regional Indian Cuisine B. Heritage of Indian Cuisine C. Factors that affect eating habits in different parts of the country D. Cuisine and its highlights of different states/regions/communities to be discussed under: Geographic location		15
	Total		60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 rs. 1. Assignments on Pastry Creams and Basic Indian Cookery 2. Home project on types of Soup

Text Books:

1. Arora , K.,(1993)Theory of Cookery: Frank Bros.& Co.(Publisher) Ltd
2. Phillip, E.T.,(2016),Modern Cookery 1&2- Sixth Edition :Publisher-Orient Black Swan
3. Bali, S.P.,(2017) Theory of Bakery & Patisserie :First Edition-Oxford University Press

Reference Books:

1. Larousse Gastronomies-Cookery Encyclopaedia; Reprint; 1997; Paul Hamlyn; London
2. Porter, J. R., Xie, L., Challinor, A. J., Cochrane, K., Howden, S. M., Iqbal, M. M., ... & Travasso, M. I. (2014). Food security and food production systems.
3. Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press

Additional Readings:

1. Ducrot, P., Méjean, C., Aroumougame, V. et al. Meal planning is associated with food variety, diet quality and body weight status in a large sample of French adults. Int J Behav Nutr Phys Act 14, 12 (2017)

Subject Name: Rooms Division – III **Type of Course: Minor (Restricted)** **Paper Code: HMT192N301** **Course Level: 200** **Course Credit: 4** **Scheme of Evaluation: Theory** **L-T-P-C: 3-1-0-4**

Course Objective:

The course will enable the students to handle property management software and also to describe the hotel accounting and night auditing procedures. Also, will enable them to describe the procedures adapted for linen room management in a hotel and state various methods and procedures for flower arrangements (fresh, dry and artificial).

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To define** the property management system (PMS)	BT 1
CO 2	**To demonstrate** the hotel accounting, night auditing and procedures adapted for room linen management in a hotel	BT 2
CO 3	**To apply** various methods and procedures for flower arrangements-fresh, dry and artificial.	BT 3

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	**COMPUTER APPLICATION IN FRONT OFFICE OPERATION** A. Role of information technology in the hospitality industry B. Factors for need of a PMS in the hotel	15
II	**FRONT OFFICE (ACCOUNTING)** A. Accounting Fundamentals B. Guest and non-guest accounts C. Accounting system Non-automated – Guest weekly bill, Visitors tabular ledger Semi-automated Fully automated **CHECK OUT PROCEDURES** Guest accounts settlement - Cash and credit - Indian currency and foreign currency - Transfer of guest accounts	15

	NIGHT AUDITING A. Functions B. Audit procedures (non-automated, semi-automated and fully automated)	
III	**LINEN ROOM** A. Activities of the Linen Room B. Layout and equipment in the Linen Room C. Selection criteria for various Linen Items & fabrics suitable for this purpose D. Purchase of Linen E. Calculation of Linen requirements F. Linen control-procedures and records G. Stocktaking-procedures and records H. Recycling of discarded linen I. Linen Hire **UNIFORMS** A. Advantages of providing uniforms to staff B. Issuing and exchange of uniforms; type of uniforms C. Selection and designing of uniforms D. Layout of the Uniform room	15
IV	**LAUNDRY** A. Commercial and On-site Laundry B. Flow process of Industrial Laundering-OPL C. Stages in the Wash Cycle D. Laundry Equipment and Machines E. Layout of the Laundry F. Laundry Agents G. Dry Cleaning H. Guest Laundry/Valet service **FLOWER ARRANGEMENT** A. Flower arrangement in Hotels B. Equipment and material required for flower arrangement C. Conditioning of plant material D. Styles of flower arrangements E. Principles of design as applied to flower arrangement	15
Total		60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 1. Home projects on hotel tariff structure and room layouts 2. Other regular course related assignments

Text Books:

1. Andrews, S., (2015), Hotel front office: A Training Manual, Tata McGraw Hill
2. Tewari, J., (2016), Hotel Front Office Operations & Management, Oxford University Press
3. Andrews, S., (2016), Hotel Housekeeping: A Training Manual-Third Edition: Publisher: Tata McGraw Hill Education (India) Pvt.Ltd-2016.

Reference Books:

1. Negi, J., (2009), Hospitality Reception & Front Office-Procedures & Systems: Publisher S. Chand
2. Raghubalan, G.& Raghubalan, G., (2017), Hotel Housekeeping: Operations & Management-Third Edition, Oxford University Press

Additional Readings:

1. Albert Kwansah Ansah, Victoria S. Blankson ,(2012). The use of information and communication technologies(ICT) in front office operations of chain hotel in Ghana. *International Journal of advanced computer science and applications(IJACSA)*, Vol.3, No.3.
2. Nilanjana Das (2012). Hotel revenue management–a critical literature review. *Tourism: an international interdisciplinary journal*, *60*(2), 175-197.

Subject Name: Behavioural Sciences -III **UG 3rd semester**
Course code: BHS982A304
Credit: 1

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations. To enable the students to understand the process of problem solving and creative thinking.

Course outcomes: On completion of the course the students will be able to:
CO1: Understand the process of problem solving and creative thinking.
CO2: Develop and enhance of skills required for decision-making.

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Problem Solving Process** Defining problem, the process of problem solving, Barriers to problem solving (Perception, Expression, Emotions, Intellect, surrounding environment)	4
II	**Thinking as a tool for Problem Solving** What is thinking: The Mind/Brain/Behaviour Critical Thinking and Learning: -Making Predictions and Reasoning. -Memory and Critical Thinking. - Emotions and Critical Thinking.	4
III	**Creative Thinking** Definition and meaning of creativity, The nature of creative thinking: Convergent and Divergent thinking, Idea generation and evaluation (Brain Storming) Image generation and evaluation. - The six-phase model of Creative Thinking: ICEDIP model	4
IV	**Building Emotional Competence** Emotional Intelligence – Meaning, components, Importance and Relevance Positive and Negative emotions Healthy and Unhealthy expression of emotions	4
Total		**16**

Text books:
1. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer &Company
2. Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

Type of Course: AEC (w.e.f. 2023-24)
UG programmes Semester: 3rd
Course Code: CEN982A301
Course Title: CEN III – Fundamentals of Business Communication
Total credits: 1
Course level: 200
L-T-P-C: 1-0-0-1
Scheme of Evaluation: Theory and Practical

Course Objective: The aim if the course is to develop essential business communication skills, including effective writing, speaking, and interpersonal communication, to enhance professional interactions, collaboration, and successful communication strategies within diverse corporate environments.

Course Outcomes: On successful completion of the course the students will be able to:

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	Define and list business documents using appropriate formats and styles, demonstrating proficiency in written communication for various business contexts.	**BT 1**
CO 2	Demonstrate confident verbal communication skills through persuasive presentations, active listening, and clear articulation to	**BT 2**
CO 3	Define and identify different life skills and internet competencies required in personal and professional life.	**BT 3**

Detailed Syllabus		
Modules	**Course Contents**	**Periods**
I	**Presentation Skills** Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	**Business Writing** Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	**Preparing for jobs** Employment Communication and its Importance, Knowing the four-step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interview, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5

IV	**Digital Literacy and Life Skills** **Digital literacy:** Digital skills for the '21st century', College students and technology, information management using Webspace, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. **Life Skills**: Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion. Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking	5
Total		20

Keywords: Employability, business writing, presentation skills, life skills

Textbooks:

1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

	Semester – III

Subject Name: Hotel Laboratory - III
Type of Course: SEC
Paper Code: HMT192S311
Course Level: 200
Course Credit: 3
Scheme of Evaluation: Practical
L-T-P-C: 0-0-3-3

Course Objective:
To Familiarize Students with Regional Indian Cuisines.
To Develop Practical Skills in Hospitality Operations.
To Enhance Knowledge in Food and Beverage Servic.
To Foster Critical Thinking and Problem-Solving Abilities.

Course Outcomes:

Having successfully completed this module, a student will be able to–

CO 1	**Remember** and recall and list the different regional cuisines of India, & memorize and identify various types of stains and their removal methods.	BT 1
CO 2	**Understand** and explain the distinguishing features and characteristics of Northern, Eastern, Western, and Southern Indian cuisines, & the principles behind stain removal and classifying stains based on their composition and origin.	BT 2
CO 3	**Apply** their knowledge of regional Indian cuisines to develop menus and recipes suitable for different cultural contexts, and also do stain removal techniques to effectively remove specific types of stains encountered in housekeeping duties.	BT 3
CO 4	**Analyz** the factors influencing customer preferences and behavior in F&B service, considering cultural, social, and economic aspects, Students will evaluate the effectiveness of various front office procedures and housekeeping methods in ensuring guest satisfaction and operational efficiency.	BT 3

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Food Production:** **Northern Indian Cuisine:** Kashmiri Cuisine, Punjabi Cuisine, Rajasthani Cuisine. **Eastern Indian Cuisine:** Bengali Cuisine, Assamies Cuisine, Manipuri Cuisine. **Western Indian Cuisine**: Rajasthani Cuisine, Gujarati Cuisine, Maharashtrian Cuisine. **Southern Indian Cuisine:** Andhra Cuisine, Keralan cuisine, Goan Cuisine.	**22**
II	**Front office:** **Role Play** –Check-out Procedures, Situation Handling in Check-out, Guest not willing to pay, Using of Allowance Vouchers, Using of other	**23**

	accounts related to vouchers **Front office accounting procedures :**Manual accounting, Machine accounting , Payable, Accounts Receivable, Guest History , Situation Handlin **Visit a hotel with reference to the front office:** Field visit Report	
III	**House Keeping:** **Stain Removal:** Identify the stain, Classify the stain, Stain Removing Agents, Stain Removal Method, Removal of Grease and oil stains, Mineral stains, Dye stains, Hard stains, Food and beverage stains. **Flower Arrangement:** Principle and design of flower arrangement, types of flowers and plants used, The triangular model, round bowl model, Oval bowl model, L-Shape model, S-Shape model, The Crescent shape model, Ikebana styles, Floating flower arrangement **Laundry Machinery and Equipment :** Layout of Linen and Uniform Room: Selection and Designing of Uniforms: visit to a professional laundry outlet.	**23**
IV	**F & B Service:** **Dispense Bar – Organizing Mise-en-place** Task-01 Wine service equipment Task-02 Beer service equipment Task-03 Cocktail bar equipment Task-04 Liqueur / Wine Trolley Task-05 Bar stock - alcoholic & non-alcoholic beverages Task-06 Bar accompaniments & garnishes Task-07 Bar accessories & disposables **Service of wine and alcoholic beverages** Task-01 Service styles – neat/on-the-rocks/with appropriate mixers Task-02 Service of Whisky, Vodka, Rum, Gin, Brandy, Tequila Task-03 Service of White Wine Task-04 Service of Red wine **Wine & Drinks List** Task-01 Wine Bar Task-02 Beer Bar Task-03 Cocktail Bar **Matching Wines with Food** Task-01 Menu Planning with accompanying Wines	**22**
	Total	**90**

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
x	90	45 Hrs. 2. Apart from the practical exposure, the students will be also given the projects and assignments related to various cooking and cleaning methods.

Text Books:

3. Tewari, J., (2016), Hotel Front Office Operations & Management by: Publisher-Oxford University Press
4. Singaravelavan, R., (2013), Food and Beverage Service: Oxford University Press
5. Arora , K.,(1993)Theory of Cookery: Frank Bros.& Co.(Publisher) Ltd
6. Phillip, E.T.,(2016),Modern Cookery 1&2- Sixth Edition :Publisher-Orient Black Swan
7. Bali, S.P.,(2017) Theory of Bakery & Patisserie :First Edition-Oxford University Press

Reference Books:

5. Raghubalan,G.& Raghubalan, G.,(2017),Hotel Housekeeping: Operations & Management-Third Edition, Oxford University Press
6. Arora, K., (1993) Theory of Cookery: Frank Bros.& Co. (Publisher) Ltd Phillip, E.T., (2016), Modern Cookery 1&2- Sixth Edition: Publisher-Orient Black Swan Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press
7. Andrews, S., (2015), Hotel front office: A Training Manual: Publisher Tata McGraw Hill
8. Andrews's., (2016), Hotel Housekeeping: A Training Manual-Third Edition: Publisher- McGraw Hill Education (India) Pvt.Ltd.-2016
9. Larousse Gastronomies-Cookery Encyclopedia; Reprint; 1997; Paul Hamlyn; London

Additional Reading:

3. Mahafzah, A. G., Aljawarneh, N. M., Alomari, K. A. K., Altahat, S., & Alomari, Z. S. (2020). Impact of customer relationship management on food and beverage service quality: The mediating role of employees' satisfaction. Humanities & Social Sciences Reviews, 8(2), 222-230.
4. Giritlioglu, I., Jones, E., & Avcikurt, C. (2014). Measuring food and beverage service quality in spa hotels: A case study in Balıkesir, Turkey. International Journal of Contemporary Hospitality Management, 26(2), 183-204.

	Semester – IV
	Subject Name: Food & Beverage Service Theory – IV **Type of Course: Major** **Paper Code: HMT192M401** **Course Level: 200** **Course Credit: 4** **Scheme of Evaluation: Theory** **L-T-P-C: 3-1-0-4**

Course Objective:

The objectives of the course are to enable the students to plan various F & B outlets and describe functional catering and explain Gueridon service with identification of menu for it. Also, will enable them to describe the concept of Kitchen Stewarding and its function.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To define** the meaning of different Food & Beverage Outlets.	BT 1
CO 2	**To explain** functional catering Banquets.	BT 2
CO 3	**To develop** an understanding of Gueridon service & its Operation	BT 3
CO 4	**To classify** various importance and functions of Kitchen Stewarding	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	**PLANNING & OPERATING VARIOUS F&B OUTLET** A. Physical layout of functional and ancillary areas B. Objective of a good layout C. Steps in planning D. Factors to be considered while planning. E. Calculating space requirement. F. Various set ups for seating G. Planning staff requirement H. Menu planning I. Constraints of menu planning J. Selecting and planning of heavy duty and light equipment.	15
II	**FUNCTION CATERING BANQUETS** A. History B. Types BANQUET PROTOCOL • Space Area requirement • Table plans/arrangement • Misc-en-place • Service • Toast & Toast procedures INFORMAL BANQUET • Reception • Cocktail parties • Convention • Seminar • Exhibition • Fashion shows Trade Fair • Wedding • Outdoor catering	15

III	**GUERIDON SERVICE** A. History of gueridon B. Definition C. General consideration of operations D. Advantages & Dis-advantages E. Types of trolleys F. Factor to create impulse, Buying – Trolley, open kitchen G. Gueridon equipment H. Gueridon ingredients	15
IV	**KITCHEN STEWARDING** A. Importance B. Opportunities in kitchen stewarding C. Record maintaining D. Machine used for cleaning and polishing E. Inventory	15
	TOTAL	60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 hrs. 1. Assignments on Menu, Types of Service and Sales control System

Text Books:

1. Singaravelavan, R., (2013), Food and Beverage Service: Oxford University Press
2. Andrews,S.,F &B Service: A Training Manual : Publisher- McGraw Hill Education (India) Pvt. Ltd.

Reference Books:

1. Lilycrap, D., & Cousins, J., (2010), Food and Beverage Service - Ninth Edition, Publisher-Hodder Education
2. Johnson, V. (2021), An Interviewee's Guide to F&B Service, Notion Press; 1st edition

Additional Readings:

1. Mahafzah, A. G., Aljawarneh, N. M., Alomari, K. A. K., Altahat, S., & Alomari, Z. S. (2020). Impact of customer relationship management on food and beverage service quality: The mediating role of employees' satisfaction. Humanities & Social Sciences Reviews, 8(2), 222-230.
2. Giritlioglu, I., Jones, E., & Avcikurt, C. (2014). Measuring food and beverage service quality in spa hotels: A case study in Balıkesir, Turkey. International Journal of Contemporary Hospitality Management, 26(2), 183-204.

Subject Name: Food Production Theory – IV
Type of Course: Major
Paper Code: HMT192M402
Course Level: 200
Course Credit: 4
Scheme of Evaluation: Theory
L-T-P-C: 3-1-0-4

Course Objective:

The objectives of the course is to enable the students to describe the Larder operations of a kitchen and enable them to identify the different products of a cold kitchen, with proper use of wine and herbs. Prerequisites: Must complete the course credit of previous semesters.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**Define** larder and its various operations	BT 1
CO 2	**Describe** various cold cuts and identify their ingredients	BT 2
CO 3	**Explain** the optimum use of wine and herbs in the preparation of cold items	BT 3

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	LARDER LAYOUT & EQUIPMENT A. Introduction of Larder Work B. Definition C. Equipment found in the larder D. Layout of a typical larder with equipment and various sections DUTIES AND RESPONSIBILITIES OF THE LARDER CHEF A. Functions of the Larder B. Hierarchy of Larder Staff C. Sections of the Larder D. Duties & Responsibilities of larder Chef	12
II	CHARCUTIERIE SAUSAGE A. Introduction to charcutierie B. Sausage – Types & Varieties C. Casings – Types & Varieties D. Fillings – Types & Varieties E. Additives & Preservatives FORCEMEATS A. Types of forcemeats B. Preparation of forcemeats	12

	C. Uses of forcemeats HAM, BACON & GAMMON A. Cuts of Ham, Bacon & Gammon. B. Differences between Ham, Bacon & Gammon C. Processing of Ham & Bacon D. Green Bacon E. Uses of different cuts CHAUD FROID A. Meaning of Chaud froid B. Making of chaud frod &Precautions C. Types of chaud froid D. Uses of chaud froid		
III	SANDWICHES A. Parts of Sandwiches B. Types of Bread C. Types of filling – classification D. Spreads and Garnishes E. Types of Sandwiches F. Making of Sandwiches	12	
IV	USE OF WINE AND HERBS IN COOKING A. Ideal uses of wine in cooking B. Classification of herbs C. Ideal uses of herbs in cooking	12	
Total		60	

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. 1. Assignments on Pastry Creams and Basic Indian Cookery 2. Home project on types of Soup

Text Books:

1. Gill, R., (2006), The Larder Chef: Publisher-Bloomsbury
2. Arora, K., (1993) Theory of Cookery: Frank Bros.& Co. (Publisher) Ltd
3. Phillip, E.T., (2016), Modern Cookery 1&2- Sixth Edition: Publisher-Orient Black Swan
4. Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press

Reference Books:

1. Larousse Gastronomies-Cookery Encyclopedia; Reprint; 1997; Paul Hamlyn; London

Additional Readings:

1. Leach, G. (1976). Energy and food production. IPC Science and Technology Press Ltd.

Subject Name: Art and Culinary Heritage of India
Type of Course: Major (IKS)
Paper Code: HMT192K401
Course Level: 200
Course Credit: 4
Scheme of Evaluation: Theory
L-T-P-C: 3-1-0-4

Course Objective:

This course aims to provide a comprehensive understanding of the rich and diverse art heritage of India, spanning various historical periods and regions. Students will explore the evolution of Indian art, its cultural significance, and the key organizations contributing to the preservation and promotion of this heritage.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**Recall** the evolution of Indian art and culinary heritage through different historical periods.	BT 1
CO 2	**Synthesize** knowledge of modern and contemporary Indian art movements and culinary traditions.	BT 2
CO 3	**Develop** historical perspectives to understand the development of Indian culinary traditions.	BT 3
CO 4	**Discover** diverse regional cuisines of India and their cultural significance.	BT 4

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	**Introduction to Indian Art:** - Overview of the cultural and historical context. - Evolution of art from ancient to medieval India. Indus Valley Civilization: - Artistic achievements and artifacts. - Cultural influences and trade connections. Gupta and Post-Gupta Period: - Golden age of Indian art. - Ajanta and Ellora caves: significance and artistic styles.	12
II	**Modern and Contemporary Art** Bengal Renaissance and Modern Indian Art: - Significance of the Bengal School.	12

	- Influential modern Indian artists. Overview of major art institutions: - Role of organizations in the promotion and preservation of Indian art.	
III	**History of Culinary Heritage in India** Prehistoric and Ancient Period: - Introduction to the earliest food practices in the Indian subcontinent. - Significance of agriculture and domestication of animals in ancient Indian society. Vedic Period and Early Civilizations: - Role of food in Vedic rituals and ceremonies. - Influence of Vedic texts on dietary practices. - Cooking techniques such as boiling, roasting, and frying. Classical Period: - Impact of foreign invasions and trade on Indian cuisine. - Culinary contributions of the Mauryan and Gupta empires. - Various spices and exotic ingredients in Indian cooking. Medieval Period: - Rise of Islamic rule and the fusion of Persian and Indian culinary traditions. - Influence of Mughal emperors on royal cuisine. - Development of complex and aromatic dishes like biryanis and kebabs.	12
IV	**Indian Cuisine** - Overview of the diversity and uniqueness of Indian food. - Historical influences and culinary traditions. South Indian Cuisine: - Key ingredients and Flavors of South Indian dishes. - Exploration of dosas, idlis, sambar, and other specialties. North Indian Cuisine: - Staple dishes, spices, and cooking techniques of North India. - Regional variations and cultural influences. East Indian Cuisine: - Unique flavours and ingredients of East Indian cooking.	12

	- Emphasis on fish and rice-based dishes. West Indian Cuisine: - Culinary traditions of Gujarat, Maharashtra, and Rajasthan. - Influence of desert, coastal, and tribal cuisines. Northeast Indian Cuisine: - Introduction to the diverse and lesser-known cuisines of the Northeast. - Focus on tribal food traditions and exotic ingredients.	
Total		**60**

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
60	x	30 Hrs. - Weekly quizzes and readings - Research paper on a selected topic

Text Books:

1. Indian Art by Partha Mitter, Oxford University Press
2. Indian Art and Culture by Nitin Singhania, McGraw Hills
3. The Story of Art in India by Ratan Parimoo
4. Indian Food: A Historical Companion by KT Acharya, Oxford University Press, 1994
5. The Bloomsbury Handbook of Indian Cuisine by Colleen Taylor Sen, Sourish Bhattacharyya, Helen Saberi, Bloomsbury

Reference Books:

1. Elements of Indian Art: Including Temple Architecture, Iconography and Iconometry by SP Gupta and SP Asthana, DK Printwood
2. 5000 Years of Indian Art by Sushma Bahl, Roli Books

Additional Readings:

1. Lorenzetti, T., & Scialpi, F. (Eds.). (2013). Glimpses of Indian History and Art: Reflections on the past, perspectives for the future. Sapienza Università editrice.
2. Mosteller, J. F. (1990). The problem of proportion and style in Indian art history: or why all Buddhas in fact do not look alike. Art Journal, 49(4), 388-394.
3. Antani, V., & Mahapatra, S. (2022). Evolution of Indian cuisine: a socio-historical review. Journal of Ethnic Foods, 9(1), 15.
4. Jain, A., & Bagler, G. (2015). Spices form the basis of food pairing in Indian cuisine. arXiv preprint arXiv:1502.03815.

Semester – IV

Subject Name: Rooms Division – IV
Type of Course: Minor (Restricted)
Paper Code: HMT192N401
Course Level: 200
Course Credit: 3
Scheme of Evaluation: Theory
L-T-P-C: 2-1-0-3

Course Objective:

The course will provide the students' knowledge about planning and evaluating Front Office operations, to identify and prepare the budget requirements of Front Office operations also, to plan and evaluate housekeeping operations and prepare the budget requirements of housekeeping operations.

Course Outcomes:

Having successfully completed this module, a student will be able –

CO 1	**To recall** room forecasting techniques of Front office department	BT 1
CO 2	**To explain** the types of budgets and the factors affecting budget planning	BT 2
CO 3	**To identify** the planning and organising techniques of the housekeeping department	BT 3

Detailed Syllabus:

Modules	Topics / Course content	Periods
I	**PLANNING & EVALUATING FRONT OFFICE OPERATIONS** A. Setting Room Rates (Details/Calculations thereof) - Hubbart Formula, market condition approach & Thumb Rule - Types of discounted rates – corporate, rack etc. B. Forecasting techniques C. Forecasting Room availability D. Useful forecasting data: • % of walking • % of overstaying • % of under stay E. Forecast formula F. Types of forecast G. Sample forecast forms H. Factors for evaluating front office operations	15
II	**BUDGETING** A. Types of budget & budget cycle	15

	B. Making front office budget C. Factors affecting budget planning D. Capital & operations budget for front office E. Refining budgets, budgetary control F. Forecasting room revenue G. Advantages & Disadvantages of budgeting	
III	**PLANNING AND ORGANISING THE HOUSE KEEPING DEPARTMENT** A. Area inventory list B. Frequency schedules C. Performance and Productivity standards D. Time and Motion study in House Keeping operations E. Standard Operating manuals – Job procedures F. Job allocation and work schedules G. Calculating staff strengths & Planning duty rosters, team work and leadership in House Keeping H. Training in HKD, devising training programmes for HK staff I. Inventory level for non-recycled items J. Budget and budgetary controls K. The budget processes L. Planning capital budget M. Planning operation budget N. Operating budget – controlling expenses – income statement O. Purchasing systems – methods of buying P. Stock records – issuing and control	15
IV	**CONTRACT SERVICES** A. Types of contract services B. Guidelines for hiring contract services C. Advantages & disadvantages of contract services **FIRST AID**	15
Total		60

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**

		30 Hrs.
60	x	3. Home projects on hotel tariff structure and room layouts 4. Other regular course related assignments

Text Books:

1. Andrews, S., (2015), Hotel front office: A Training Manual, Tata McGraw Hill
2. Tewari, J., (2016), Hotel Front Office Operations & Management, Oxford University Press
3. Andrews, S., (2016), Hotel Housekeeping: A Training Manual-Third Edition: Publisher-McGraw Hill Education (India) Pvt.Ltd.-2016

Reference Books:

1. Negi, J., (2009), Hospitality Reception & Front Office-Procedures & Systems: Publisher S. Chand
2. Raghubalan, G.& Raghubalan, G., (2017), Hotel Housekeeping: Operations & Management-Third Edition, Oxford University Press

Additional Readings:

1. Jeff Wilks (2013). First aid responsibilities for hotels and Resorts. *Travel Law Quarterly*.
2. Christopher Chen & Soulaymane Kachani (2007). Forecasting and Optimisation of Hotel Revenue Management. *Journal of Revenue and Pricing Management*.

Semester – IV

Subject Name: Hotel Laboratory - IV
Type of Course: Minor (Restricted)
Paper Code: HMT192N411
Course Level: 200
Course Credit: 3
Scheme of Evaluation: Practical
L-T-P-C: 0-0-3-3

Course Objective:

By the end of the course, students will acquire the knowledge, skills, and competencies necessary to excel in various aspects of hospitality management, including food production, front office operations, housekeeping, and F&B service. Through experiential learning, practical training, and theoretical instruction, students will develop a holistic understanding of the hospitality industry, enabling them to effectively manage guest interactions, ensure operational efficiency, uphold quality standards, and contribute to the overall success of hospitality establishments.

Course Outcomes:

Having successfully completed this module, a student will be able to –

CO 1	**Remember** Hospitality Management Skills and will demonstrate proficiency in various aspects of hospitality management, including food production, front office operations, housekeeping, and F&B service. Students will develop a comprehensive understanding of the interplay between different departments within the hospitality industry and their roles in ensuring guest satisfaction and operational efficiency.	BT 1
CO 2	**Demonstrate** communication skills to effectively interact with guests, colleagues, and management across different hospitality departments. Students will also develop problem-solving abilities to address challenging situations encountered in food production, front office, housekeeping, and F&B service, such as handling guest complaints, managing conflicts, and ensuring quality control.	BT 2
CO 3	**Cultivate professionalism and ethical conduct and apply** it in all aspects of hospitality management, adhering to industry standards and regulations. Students will demonstrate integrity, honesty, and respect in their interactions with guests, colleagues, and stakeholders, contributing to a positive work environment and guest experiences.	BT 3
CO 4	**Analyzing Strategic Planning and Operational Excellence and** acquire strategic planning skills to effectively manage resources, optimize processes, and maximize profitability in food production, front office, housekeeping, and F&B service operations, continuous improvement initiatives, and innovative solutions to meet evolving guest needs and industry trends.	BT 4

Detailed Syllabus:

Modules	Topics (if applicable) & Course Contents	Periods
I	**Food Production:** **French Menu 01:** Consommé Carmen Poulet Sauté Chasseur Pommes Loretta **French Menu 02:** Bisque D'écrevisse Escalope De Veauviennoise/Poulet Epinards au Gratin **Bakery and Confectionery Menu 01:** Harlequin Bread, Ciabatta, Chocolate Brownie **Bakery and Confectionery Menu 02:** Vienna Rolls & Mousse Au Chocolate, Souffle Milanaise	23
II	**Front Office:** **Practical Demonstration On –** Night Audit using Audit posting formula Making Guest History Card Using Guest History Card to Update Guest Profile for future reference. **Handling guests & internal situations requires management tactics/strategies** Drunken Guest Responding to unusual requests Guest who misbehaves Guests not willing to pay Any other practical situation Conflict between inter-departments	22
III	**House Keeping:** **Team cleaning** Planning, Organizing, Executing, Evaluating **Inspection checklist & Time and motion study** Steps of bed making, steps in servicing a guest room, etc, Bedroom and Bathroom Check list **Colour:** Colour wheel, Colors and their meanings, Room colours as per Vastu	22
IV	**F&B Service:** **Planning & Operating Food & Beverage Outlets** Class room Exercise Developing A Hypothetical Business Model of Food & Beverage Outlets Case study of Food & Beverage outlets - Hotels & Restaurants **Function Catering – Banquets** Planning & organizing Formal & Informal Banquets Planning & organizing Outdoor caterings **Function Catering – Buffets**	23

	Planning & organizing various types of buffet **Gueridon Service** Organizing Mise-en-place for Gueridon Service Dishes involving work on the Gueridon **Kitchen Stewarding** Using & operating Machines Exercise – physical inventory	
Total		**90**

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
x	90	45 Hrs. Visit to a Brewery or a Hotel

Text Books:

1. Tewari, J., (2016), Hotel Front Office Operations & Management by: Publisher-Oxford University Press
2. Andrews's., (2016), Hotel Housekeeping: A Training Manual-Third Edition: Publisher- McGraw Hill Education (India) Pvt.Ltd.-2016
3. Singaravelavan, R., (2013), Food and Beverage Service: Oxford University Press
4. Arora, K., (1993) Theory of Cookery: Frank Bros.& Co. (Publisher) Ltd
5. Phillip, E.T., (2016), Modern Cookery 1&2- Sixth Edition: Publisher-Orient Black Swan
6. Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press

Reference Books:

1. Gisslen Wayne; 2014; John Wiley & Sons; London Escoffier; The Complete Guide to the Art of Modern Cookery; 1983; Wiley
2. Arora, K., (1993) Theory of Cookery: Frank Bros.& Co. (Publisher) Ltd Phillip, E.T., (2016), Modern Cookery 1&2- Sixth Edition: Publisher-Orient Black Swan Bali, S.P., (2017) Theory of Bakery & Patisserie: First Edition-Oxford University Press
3. Negi, J., (2009), Hospitality Reception & Front Office-Procedures & Systems: Publisher S. Chand
4. Raghubalan, G. & Raghubalan, G., (2017), Hotel Housekeeping: Operations & Management-Third Edition, Oxford University Press
5. Larousse Gastronomies-Cookery Encyclopaedia; Reprint; 1997; Paul Hamlyn; London

Additional Reading:

1. Rutherford, D. G. (2021). Hotel management and operations.
2. O'Fallon, M. J., & Rutherford, D. G. (2010). Hotel management and operations. John Wiley & Sons.
3. Wilson, R. H., Enghagen, L. K., & Lee, M. (2015). Dynamic pricing and minimum length of stay controls as a hotel mana gement practice: are there customer perception, ethical, and legal questions? The Journal of Hospitality Financial Management, 23(2), 107-123.

<p style="text-align:center">Subject Name: Behavioural Sciences -IV
UG 4th semester
Course code: BHS982A404
Credit: 1</p>

Course objectives: To increase one's ability to draw conclusions and develop inferences about attitudes and behaviour, when confronted with different situations that are common in modern organizations.

Course outcomes: On completion of the course the students will be able to:
CO1**:** Understand the importance of individual differences
CO2: Develop a better understanding of self in relation to society and nation
CO3: Facilitation for a meaningful existence and adjustment in society

Detailed Syllabus:

Modules	Course Contents	Periods
I	**Managing Personal Effectiveness** Setting goals to maintain focus, Dimensions of personal effectiveness (self-disclosure, openness to feedback and perceptiveness), Integration of personal and organizational vision for effectiveness, A healthy balance of work and play, Defining Criticism: Types of Criticism, Destructive vs Constructive Criticism, Handling criticism and interruptions.	4
II	**Positive Personal Growth** Understanding & developing positive emotions, Positive approach towards future, Impact of positive thinking, Importance of discipline and hard work, Integrity and accountability, Importance of ethics in achieving personal growth.	4
III	**Handling Diversity** Defining Diversity, Affirmation Action and Managing Diversity, Increasing Diversity in Work Force, Barriers and Challenges in Managing Diversity.	4
IV	**Developing Negotiation Skills** Meaning and Negotiation approaches (Traditional and Contemporary) Process and strategies of negotiations. Negotiation and interpersonal communication. Rapport Building – NLP.	4
Total		**16**

Text books:

1 J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management; Pfeiffer & Company

2 Blair J. Kolasa, Introduction to Behavioural Science for Business, John Wiley & Sons Inc.

UG programmes Semester: 4th
Course Code: CEN982A401
Course Title: CEN IV – Employability and Communication
Total credits: 1
Course level: 200
L-T-P-C: 1-0-0-1
Scheme of Evaluation: Theory and Practical

Course Objectives: This course is designed to enhance employability and maximize the students' potential by introducing them to the principles that determine personal and professional success, thereby helping them acquire the skills needed to apply these principles in their lives and careers.

Course Outcomes: After the successful completion of the course, the students will be able to -

SI No	Course Outcome	Blooms Taxonomy Level
CO 1	**Demonstrate** understanding the importance of verbal and non-verbal skills while delivering an effective presentation.	**BT 2**
CO 2	**Develop** professional documents to meet the objectives of the workplace	**BT 3**
CO 3	**Define and identify different life skills and internet competencies required in personal and professional life.**	**BT 3**

Detailed Syllabus		
Units	**Course Contents**	**Periods**
I	**Presentation Skills** Importance of presentation skills, Essential characteristics of a good presentation, Stages of a presentation, Visual aids in presentation, Effective delivery of a presentation	5
II	**Business Writing** Report writing: Importance of reports, Types of reports, Format of reports, Structure of formal reports Proposal writing: Importance of proposal, Types of proposal, structure of formal proposals Technical articles: Types and structure	5
III	**Preparing for jobs** Employment Communication and its Importance, Knowing the four-step employment process, writing resumes, Guidelines for a good resume, Writing cover letters Interviews: Types of interviews, what does a job interview assess, strategies of success at interviews, participating in group discussions.	5
IV	**Digital Literacy and Life Skills** **Digital literacy:** Digital skills for the '21st century', College students and technology, information management using Webspace, Dropbox, directory, and folder renaming conventions. Social Media Technology and Safety, Web 2.0. **Life Skills**: Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem-solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion.	5

	Application of life skills: opening and operating bank accounts, applying for pan, passport, online bill payments, ticket booking, gas booking	

Keywords: Employability, business writing, presentation skills, life skills

Textbook:
1. *Business Communication* by PD Chaturvedi and Mukesh Chaturvedi

References:
1. *Business Communication* by Shalini Verma
2. *Technical Communication* by Meenakshi Raman and Sangeeta Sharma

Credit Distribution		
Lecture/Tutorial	**Practicum**	**Experiential Learning**
15 hours		10 hours Movie/ Documentary screening Field visits Peer teaching Seminars Library visits